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ABSTRACT

This report describes and evaluates the first year of the "Parents Sharing Books" project, a parent outreach program for Indiana middle and junior high schools. The project focuses on increasing interaction between parents and middle school children with books that they read together, encouraging parents and children to share books and work together during this critical stage in their relationship, and providing effective training to leader teams. The report's 8 sections are as follows: (1) Introduction; (2) Purpose of the Evaluation; (3) Implementing "Parents Sharing Books"; (4) Limitations; (5) Conducting Evaluation; (6) Results; (7) Recommendations; and (8) Summary. Extensive appendixes include a news release, book lists, lists of committee members, application forms for principals and parents or teachers, a questionnaire, and evaluation materials. (SR)

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PARENTS SHARING BOOKS

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Lilly Endowment, Inc.

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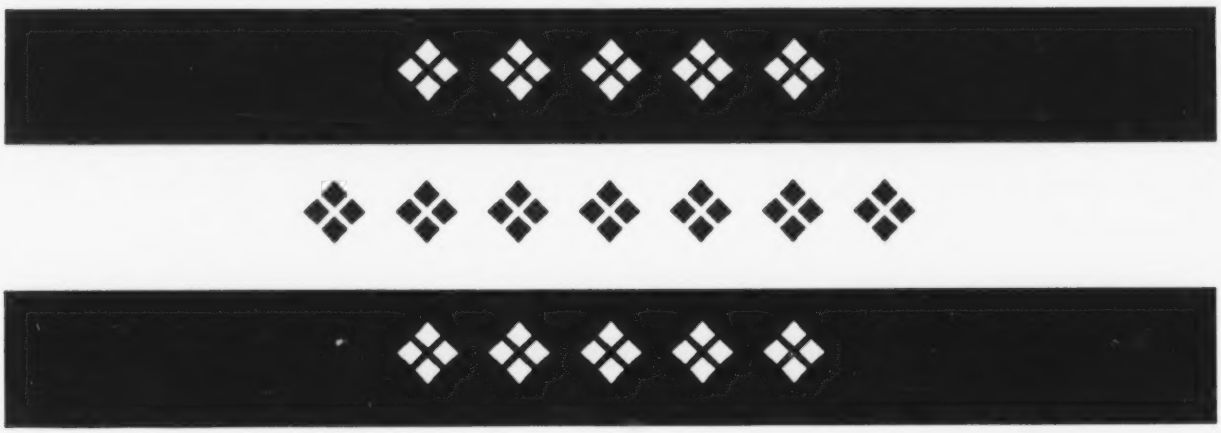

PARENTS SHARING BOOKS:

A PARENT OUTREACH PROGRAM FOR INDIANA MIDDLE/JR. HIGH SCHOOLS

Annual Report: July 31, 1991

INTRODUCTION

Research suggests that students lose interest in books during the pre-teen years. In fact, it is reported that children's reading peaks at age twelve and many adolescents quit reading altogether (Reed, 1988). Research shows that even in the teen years, parents are powerful models for their children. For this reason, the Family Literacy Center at Indiana University in Bloomington, Indiana, has developed *Parents Sharing Books* as a way to help parents become involved in their teens' education. It is a project designed as an intervention that may put students back on the road to reading.

The purpose of *Parents Sharing Books* is to increase family literacy, that is, to increase interaction between parents and middle school children with books that they have read. The project promotes respect for ideas and the social role that sharing ideas has for intellectual growth.

The purpose of *Parents Sharing Books*...is to increase interaction between parents and middle school children with books that they have read.

A secondary, yet extremely valuable, purpose of the project is to encourage parents and children to share books and work together during a critical stage in their relationship. Reading young adult books can help parents and middle school children ease the strain in relationships that often arises during this time.

A third purpose of the *Parents Sharing Books* project is to provide meaningful and effective training to leader teams. The training provides leader teams with knowledge and practice that enables them to provide similiar, yet effective, training to parents in their respective communities. This training provides a curriculum for parent involvement—content, process, and outcomes—that can enhance parent and adolescent communication through the use of books.

During the first year of the project, thirty-seven middle/jr. high schools from across the state took time to participate in teacher/parent training and provide us with a

view of how parents and their adolescents increase and enhance their communication at home through the use of books. This program encouraged parents and their middle school children to read and share ideas about selected books. We provided parent-teacher leader teams with motivational techniques and book-sharing strategies that enabled them to return to their schools and train a group of parents. After receiving training from leader teams, parents were able to use the techniques and strategies they learned in order to effectively share and discuss books with their middle school children.

PURPOSE OF THE EVALUATION

Formative evaluation was conducted in the first year of the *Parents Sharing Books* project. The questions we were most interested in during the first year of this project were "What is the quality and effectiveness of the leader team training?" and "Is the training promoting communication at home for those participating in the program?"

In order to have these questions answered, we collected data from participants at various stages of the project. Leader teams provided information on how efficiently they were able to present materials and implement their own *Parents Sharing Books* programs, based on the training they received in the fall seminar. Parents provided information on how effective the information and strategies they received from leader teams were in enabling them to share and interact at home with their adolescents.

IMPLEMENTING *PARENTS SHARING BOOKS*

Planning and organizing the project encompassed laying the groundwork for all stages of the project and preparing training materials. An advisory board was established. Members of this board are qualified and experienced individuals from both the public and private sectors. Members of the *Parents Sharing Books* advisory board include Pat Brown, Director of African American History of Multicultural Education, Indianapolis Public Schools; Alice Davis, Business Consultant; Leo Fay, Director of Summer and Special Sessions, Indiana University; Jack Humphrey, Director of Reading and School/Community Programs, Evansville; Teresa Jump, Director of Indiana Parents Project, Indiana Youth Institute; Amy Oxley, Young

Adult Librarian, Indianapolis Public Libraries; Blanche Ryan, Reading Supervisor, Indianapolis Public Schools; and John Shefelbine, Professor of Reading Education, California State University, Sacramento. This advisory board makes recommendations on book selection, seminar topics, and organization of training seminars and training materials.

Leader teams for the fall training seminar were recruited from targeted areas established by the Lilly Endowment, Inc. Specific schools were targeted because of their location in counties where the socioeconomic status of residents is low and where populations are high. A letter was sent to principals of middle/jr. high schools within these counties explaining the project and asking for help in selecting qualified participants to act as leader teams.

The project received twenty-three applications. Applicants agreed to certain responsibilities and commitments. Principals of participating schools agreed to 1) provide space for up to 50 books for the *Parents Sharing Books* project, 2) provide a place for at least 10 parents and the leader team to meet once or twice a month, 3) provide paper for handouts, copying expenses, and other items leader teams would need to run group meetings, and 4) offer support to make the project a success.

Leader teams agreed to 1) participate in the *Parents Sharing Books* Training Seminar, 2) train other parents in sharind books with their middle school children, 3) offer support and encouragement to parents involved in the *Parents Sharing Books* group 4) keep principals informed about the project's progress 5) provide information for project evaluation, and 6) train a leader team at another school as part of the expansion phase of the *Parents Sharing Books* project.

The schools that participated in this fall training seminar included Bailly Middle School, Gary, Batchelor Middle School, Bloomington, Creston Jr. High, Indianapolis, Dugger Elem./Jr. High, Dugger, Edinburgh Community High School, Edinburgh, Fulton Jr. High, Indianapolis, Harshman Jr. High, Indianapolis, Hymera Elementary, Hymera, Indiana State University School, Terre Haute, Kesling Middle School, La Porte, Keystone Middle School, Indianapolis, Knox Middle School, Knox, Lane Middle School, Fort Wayne, McCulloch Middle School, Marion, Nathaniel Scribner Jr. High School, Albany, North Side Middle School, Anderson, Oak Hills Middle School, Evansville, Otter Creek Jr. High, Terre Haute, Owen Valley Middle School, Spencer, Shoals Jr.-Sr. High School, Shoals, Tri-North Middle School, Bloomington, Washington Middle School, Evansville, and Wilson Middle School, Muncie.

Leader teams from these twenty-three schools were awarded scholarships to participate in a two-day training seminar. Each leader team, consisting of a teacher and parent, received lodging, meals, and gas reimbursement for the training sessions. The leader team training seminar for the *Parents Sharing Books* project was held on the Indiana University campus in Bloomington, October 11-12, at the Indiana Memorial Union.

In order to promote community awareness and parent interest, a news release was sent to local newspapers. This news release announced the leader team's participation in the *Parents Sharing Books* two-day training seminar and a brief description of the parent involvement program (see Appendix A).

Training and start-up for the *Parents Sharing Books* project involved developing a training package that would enable leader teams to provide training to other parents.

Leader teams consisted of one teacher and one parent from each participating school. The staff at the Family Literacy Center produced a functional and practical set of training materials for leader teams. The training seminar provided motivation for leader teams in establishing a parent group, gave them needed skills in training parents, and modeled effective sharing strategies to use with parents and adolescents. The information in the training manual was presented in four training sessions. Topics for the training sessions included 1) early adolescents and books, 2) motivating adolescents, 3) reading and discussing books with adolescents, and 4) helping leader teams start programs at the local level.

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The information in the session, "Early Adolescence and Books," reminds leader teams and parents of the critical value of reading and sharing during the adolescent years, and provides information about understanding early adolescence. In the session, "Motivating Adolescents to Read," leader teams and parents became aware of their influence in promoting reading at home. In this session, participants learned about adolescent interests, adolescent books, and the benefits of reading aloud with adolescents. Examples of adolescent books were available so that leader teams could browse through them and ask questions about specific titles and adolescent reading interests. "Discussing Books" provided participants with techniques for sharing books with adolescents. Strategies were suggested for getting book discussions started, and for keeping them going. Leader teams modeled effective strategies for book sharing. They were offered sample questions that encouraged thoughtful book discussions. Finally, they were reminded that book discussions are not a way to test a child, but a way to explore ideas together and have fun. The session "Getting PSB Started" covered the purpose of PSB, responsibilities of PSB leader teams, the support offered to leader teams by the PSB staff, ideas for recruiting other parents to become involved in PSB, and questions leader teams needed to consider when organizing a PSB group. Leader teams were involved in small group activities that enabled them to begin planning for implementing PSB in their schools.

A video tape was produced for the fall training session that demonstrated parent and child book-sharing techniques and strategies. Leader teams were able to borrow the tape to

use at their parent training meetings. This loan system enabled the video to be circulated to those participating leader teams who requested it.

The *Parents Sharing Books* project provided each leader team with a *Parents Sharing Books* Bookshelf. The books were used by parents and adolescents for reading and sharing at home. Each leader team was given duplicate sets of approximately twenty-five titles on topics of interest to adolescents (see Appendix B). The parent and the middle school child could select books from the bookshelf to read and share at home.

Two audio journals were developed that focused on concerns and problems with which parents of middle school children are confronted. The journals included "Motivation and Reading" and "Self-Esteem and Reading." These journals provide specific steps parents can take to help their middle school children gain self-esteem and become motivated to learn. Parents are offered suggestions and answers to practical questions. Activities are described that can be used at home to promote self-esteem and motivation.

In addition to the audio journals, fall and spring newsletters were published. Newsletters were sent to all Lilly-targeted schools. The purpose of the newsletters was to offer suggestions and support to participating schools, share events and experiences of leader teams, promote PSB, and encourage other schools in targeted areas to become involved with the *Parents Sharing Books* project.

Expansion of the *Parents Sharing Books* project was underway during the spring of 1991. The twenty-three leader teams from the fall training seminar were contacted about recruiting new leader teams for the spring meetings. Spring regional workshops were held to train new leader teams and rejuvenate existing leader teams. These regional workshops were held in four areas across the state: January 31 in Merrillville, February 2 in Indianapolis, February 7 in Bloomington, and February 9 in Evansville. Twenty-five teams attended the spring regional workshops, at which fourteen new leader teams were trained. Schools participating in *Parents Sharing Books* spring training included Beckman Middle School, Gary, Dunbar-Pulaski Middle School, Gary, Edgewood Jr. High School, Elliottsville, Helfrich Park Middle School, Evansville, Jefferson Middle School, Fort Wayne, Lake Ridge Middle School, Gary, Lincoln Jr. High School, Plymouth, Rockville Community Schools, Rockville, Scott Middle School, Hammond, Sullivan Jr. High School, Sullivan, 3 teams from Thompkins Middle School, Evansville, and Tolleston Middle School, Gary.

The training at the spring regional workshops consisted of small group presentations by the PSB staff and a condensed version of the fall training seminar. *Parents Sharing Books* staff members provided an explanation of leader team responsibilities. The actual training consisted of an overview of the training manual contents. Leader teams were familarized with the strategies and techniques emphasized in the manual.

Participants from the fall seminar who volunteered to serve on committees were contacted to provide input about the organization of spring meetings (see Appendix C). Mentor teams attending the spring regional workshops were asked to participate in the training of new teams by conducting small group discussions. Fall leader teams explained how they were able to implement successful programs in their schools. Other teams discussed the difficulties they were having getting their parents involved.

Each new leader team received a *Parents Sharing Books* Bookshelf (see Appendix D). Fall leader teams who attended a spring regional workshop received additional books for their bookshelf.

LIMITATIONS

Limitations of the *Parents Sharing Books* project have been recognized. Our initial plans were to train twenty-five teams. Because only twenty-three schools responded to the letter sent to principals in the fall, we started the project two teams short of the original target number. Some leader teams are having great success, while others are struggling to get their programs off the ground for various reasons.

We were notified by one school that they no longer wished to participate in the *Parents Sharing Books* project. Fifteen of the original twenty-three *Parents Sharing Books* programs are going well. The other seven leader teams are experiencing difficulty getting parents involved.

We projected that twenty-five new leader teams would be trained in the spring. Instead, only thirteen new teams received training at our spring regional meetings.

This means there are fewer parents being trained at the local level than we anticipated. We had projected that 250 parents would be involved after the fall leader team training and that an additional 250 parents would be involved after the spring regional training workshops. After one year in operation, we have approximately 252 parents (150 parents from the fall training and 102 from the spring training) involved at the local level.

The success of *Parents Sharing Books* depends upon the enthusiasm and commitment of leader teams. Their willingness to participate in the project must be self-generated rather than based on requests from school principals. The team who dropped out of the project commented at the fall training seminar:

> *Unfortunately, it was not explained to me until I received the letter telling me that I had been accepted for the scholarship what was expected of me or my responsibilities regarding my involvement in Parents Sharing Books. I think this needs to be made clear to the teacher before she is asked by the principal to do this.*

We have found that the motivation of leader teams and the support of principals in participating schools are extremely important components in the success of *Parents Sharing Books*. We revised the letter of invitation to emphasize this fact, as well as the principal's influence in selecting enthusiastic, motivated, and committed leader teams (see Appendix E and F).

In some cases, evaluations have been difficult to collect. Getting leader teams to complete and return the "paper work" necessary to evaluate the project and complete our report has been difficult. Some leader teams have not responded to our requests (surveys, post-cards, and phone calls) for feedback regarding their local parent programs. One such leader team had a very successful program, but did not collect post-surveys from parents. She made the following comment:

> *"I did not present the formal parent pre- and post-test surveys as stated in the manual. Parents of my remedial students feel very much threatened by the school as they are generally at school for negative purposes. They feel threatened by forms and rigidity. I selected not to use the forms in order to put the parents more at ease."*

This type of response prompted an additional request for information that was not originally planned (see Appendix G). A summary questionnaire was sent to all leader team participants at the end of the school year. This attempt to gather additional information and solicit feedback from teams we had not heard from was fruitful. Some leader teams responded to the questionnaire in addition to sending their parent surveys. Those leader teams who had difficulty in starting a parent program in their schools shared problems and concerns that we could pass on to new teams. Hopefully, new teams can avoid the problems that have confronted other teams and become aware of techniques and strategies that are important in establishing a successful *Parents Sharing Books* program in their schools.

Data gathered in this first year focused on the development of training. Evaluation for next year must move toward collecting data that reflect the changes occurring in adolescents and their parents as a result of *Parents Sharing Books* training.

CONDUCTING EVALUATION

Three types of evaluation were used to elicit information about the *Parents Sharing Books* training experiences of leader teams and parents 1) surveys, 2) post-cards with follow-up telephone contacts, and 3) interviews.

Surveys. Leader teams who participated in the PSB training seminar were asked to evaluate the training received. A survey was designed to obtain information about the content, presentation of information, and techniques used in each training session (see Appendix H). Leader teams were asked to complete another survey at the end of the training seminar to provide input on the overall importance and significance of the seminar (see Appendix I). Leader teams who attended the spring regional workshops completed similar surveys.

Parents who participated in the *Parents Sharing Books* program completed pre- and post-surveys. (see Appendices J and K) Parent feedback from these surveys about book selections, sharing strategies, techniques used to involve adolescents in reading, and family communication that occurred because of their involvement with the *Parents Sharing Books* program provided information about the structure and significance of the program at the local level.

Leader teams completed a survey after conducting their first local parent meeting (see Appendix L). This survey was designed to provide feedback about the quality of training that leader teams received at the seminar, the effectiveness of the leader team training, and the training manual.

Postcards with follow-up telephone contacts. Contact was made six-weeks after the leader teams received training. A letter was sent to the teacher of the leader team offering additional support for getting programs started. In addition, teachers were asked to respond to and return an enclosed postcard. The information on the postcard was meant to inform us about how the team's first meeting went, concerns they had about getting parents involved, how many parents were involved in their programs, and other successes and concerns they wished to share. Phone contacts were made with those leader teams who did not return the postcards.

Interviews. Personal interviews with individual leader teams were conducted at the Spring Regional Meetings (see Appendix M). Leader teams were interviewed and asked to share their experiences in conducting the *Parents Sharing Books* project. These interviews were also used as opportunities to assist those teams who were having difficulty getting their programs started.

RESULTS

In PSB's first year of operation, we were concerned primarily with the quality of the training we were providing leader teams. The quality of this training would, ultimately, affect parents' and adolescents' reactions to and involvement with the program. The evaluations from the first round of training leader teams in the fall of 1990 provided information that enabled us to make changes and improvements in the training manual. Decisions were made regarding the content and organization of the training manual and the restructuring of training sessions. A number of participants (91%) found the material in the training session to be organized, clear, and useful. But comments from leader team participants that helped with manual revisions included suggestions such as the following:

> *"We should have been given a clearer idea of the program before the training sessions."*
>
> *"We need a brief sketch as to how to put the program together in the introduction session rather than waiting until the last session."*
>
> *"A clear outline of what is expected of us would make the seminar more useful."*
>
> *"This [getting started] session should have been the first one following the introduction. The other sessions would have been more meaningful — i.e., we would have known what kinds of questions to ask if we had known what was expected of us."*

Overall, leader teams responded positively to the first *Parents Sharing Books* seminar (49% Excellent; 42% Very Good; 9% Good). But feedback from participants such as the above provided a framework for rethinking the manual. We reorganized the sessions so that participants will be informed first of their responsibilities for carrying out *Parents Sharing Books* in their schools. By knowing explicitly what is expected of them as leader teams, parents and teachers will be able to apply the information from each training session to the role they will be playing when training parents. To further assist leader teams in implementing programs at the local level, explicit plans for starting local programs, and agendas for conducting each meeting are provided in the manual.

Overall, leader teams responded positively to the first Parents Sharing books seminar (49% Excellent; 42% Very Good; 9% Good).

The sessions in the manual that provided information and strategies were elaborated on in response to participant suggestions such as the following:

"More ideas on how we are to involve our parents."

"Session on traits and characteristics of adolescents would have been more useful than the play [attended the night before]."

"More emphasis on school librarians in this project and less on public/community librarians. School librarians could be an excellent source of information, help and support."

"Provide information and statistics on parent level—some terms too technical and unfamiliar to use with parents."

The *Parents Sharing Books* staff who presented the sessions at the fall conference provided input on how appropriate the content was for each session. Considering participants' evaluation of the training received and staff debriefings after the first round of training helped to elaborate on and restructure the content of the training manual and sessions. Leader team suggestions included the following:

"Spend less time on explaining charts and more time for parents and teachers to discuss."

"Include a bibliography and possible additonal sources of information for each session."

"Less introductory material on stages of adolescences. We can read about this in the manual; need more time to discuss and cover handouts."

"Allow more time in sessions for discussion and leader teams sharing their experiences."

"More discussion on book selections and specific books students are interested in."

"Give us a list of Newbery Award Winners."

"Might have been helpful to have gotten together with other schools to hear their ideas, instead of just partner team."

"I would have liked for the group to be divided into groups to discuss our particular problems; i.e., put all inner city teams together to discuss problems of getting parents involved."

After conducting the first parent meeting, 87% of the leader teams responded positively to the training they had

received. One leader team's response summed up the major change that we needed to make in the manual:

> *"Now that I have had my first parent meeting, I would like to see the manual organized [according to] how I will have to use it at the local level. It was organized for the training I received. I got along OK, but I had to do more flipping around. Condense the information enough [so as] to be clear and relevent while covering the main ideas adequately in a short time frame."*

Another leader team whose *Parents Sharing Books* program was very successful commented:

> *"I felt that the training I received was very good. This training and my own personal experiences with my parents allowed me to carry this program off successfully. The approaches used in most examples in the manual did not apply to the educational and social level of the school in which I teach. Materials needed to be added that can be used with non-literate parents in socially deprived schools. Even though I did not run this program "by the book," it was successful as it was adapted to meet the circumstances of this school and its families. It needs to be a flexible program that leaders can feel comfortable tailoring to their own needs."*

Parents who participated in the program did not respond to the organization and content of *Parents Sharing Books*. However, they did provide input about the PSB Bookshelf. Parent and leader team comments ranged from "The parents and children really enjoyed the books in the PSB bookshelf" to "Some of the books everyone enjoyed and wanted to read and some of them no one took out" to "The books in this bookshelf didn't interest anyone in our group. I had to get other books that meet their reading interests." One parent in particular commented that we needed to include more novels for the advanced reader: "My daughter felt most of the collection was a little elementary. When she used to read a lot, she read a couple of years above her level."

Selecting books for the bookshelf has been a difficult process. We realize that we cannot select the perfect bookshelf for PSB that will fit the needs of all of our participants. Feedback from participants has provided direction in removing unpopular books from the bookshelf and adding new titles.

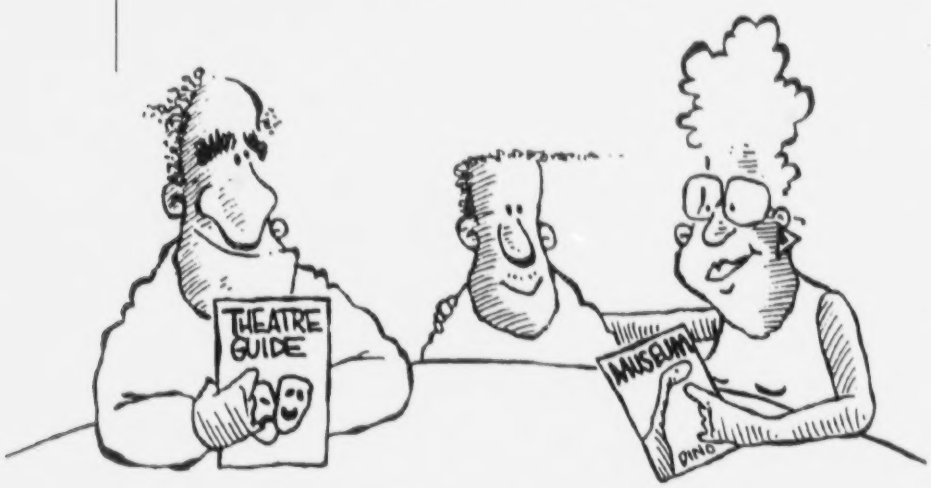
This training and my own personal experiences with my parents allowed me to carry this program off successfully.

Surveys from leader teams indicate that the most difficult thing about the program is getting parents involved and getting parents to take the time! Comments include the following:

"Parents have said they would like to come, but then don't come to the meeting."

"The parents that came were very enthusiastic and eager to get started. I would like to get more involved, but the 3 parents I have are very excited about the program."

"Time has really been a major factor for our parents especially during the basketball season. Also several parents are sharing books with students, yet they won't or can't attend our meetings. It's a very busy time of year!"



"The biggest difficulty was finding time when parents could meet for training and it was also difficult keeping interest in the program as time went on."

"Time is a big concern for parents in the program - even though it may be just 15 minutes a day, it is hard to make that time. One parent found time while riding in the car to be valuable reading time for parent and child and the daughter enjoyed doing this."

"Our biggest problem is coordinating a convenient time for all parents to meet. Some parents weren't successful because they couldn't or wouldn't find the time to read!"

The spring regional workshops allowed those mentor teams who were having great success to share their ideas for getting parents involved. Leader teams got parents involved in the following ways:

1) By asking students in the class to participate in the program. The students then asked their parents to do the program with them. A parent was interviewed who was participating in this program and she commented about this approach: "Parents can turn down teachers when they ask them to do things and we can throw the piece of paper away that asks us to help. But I could never turn my son down when he asked ME to do this program with him. I doesn't like to read and I was thrilled that he wanted me to do this with him!" Another parent commented: "It really pleased me that my son would come home and ask me to do this program with him. He asked ME if I would read with him! That was really great to hear coming from him!"

2) By offering extra credit to students whose parents participated in PSB. Teacher's comment: "This program dovetailed with my approach to reading and writing. It was wonderful. It encouraged my students to continue reading and writing at home. I used a small group; the seventh grade team of which I am a part of. We offered parents an opportunity to share in a relaxed atmosphere (local restuarant). We gave bonus points for parent participation—15 points per 6 weeks if they attended a meeting. Also, if parents wrote in the dialogue journal to their child, we gave 5 points per entry up to 25 points. These didn't count in the regular total of entries per 6 weeks. I also encouraged parents and students to read at home together by allowing this reading to count as a book report or outside reading assignments. My parents and students were reading and writing all the time!"

3) By inviting principals to meetings. A principal became very involved in promoting one leader team's *Parents Sharing Books* program and getting the community involved. He allowed the teacher time off to solicit contributions from local merchants such as coupons from fast-food restuarants, gift certificates from stores, and other items that could be used as incentives for families participating in the program. The teacher of this leader team commented during an interview: "You'd have to see my kids to believe it! It's on their faces and their attitudes have changed. I can't explain what it feels like to see these kids. Our

principal is coming into my room where these kids are participating in PSB. These are problem kids or they were! And for the first time, he is coming in for something good. Before it was always to discipline someone. Now he comes to pat kids on the back. We want this change to carry over into other classrooms."

4) By showing a video, "Hoosier Book Awards." The teacher commented: "This motivated parents to read the books the video talked about. The books shown in the video were the ones that were circulating most. After seeing the video and then having opportunities to read and share, parents commented that they personally thought they benefited from this program."

5) By contacting parents personally. One leader team discussed who they thought would be interested in doing the program. By selecting the parents, they were able to get parents who were really interested in making the program a success. "The parents really enjoyed getting together and they spread the word to other parents. We have new parents coming each time. Our group is growing because of parent enthusiasm!"

6) By phoning parents and asking them to participate in the PSB program, which was more effective than sending home letters for one leader team. "Some of our parents don't read and most of the time the letter never gets home. Phoning is better for us— talking to the parent is much more effective. We'll call them again to remind them about more meetings, too."

7) By making special displays for the *Parents Sharing Books* Bookshelf. "I made a nice display for the books in my classroom. Kids were more likely to come over to that area and inquire about the program. The kids that participated in the program were really made to feel special.. 'Only the kids in your program can read these books?' kinds of responses came from kids not in the program. Some of these same kids asked when they could join!"

8) By extending the idea of parent participation to include grandparents and the elderly. They called it their "buddy system." "We have a lot of grandparents that are interested in helping our kids. They come into our school and help out where ever they can."

9) By including parents and adolescents at the meetings. "We've had fun meetings for the kids. We made a video of the kids and parents. We met at my (leader) house. We want to plan more of these meetings where the kids are included. I think we might keep the group going through the summer and have a swimming party."

Leader teams were able to share their successes with other teams at the Spring Regional Meetings. They have provided valuable information about getting parents involved at the local level. Their ideas for motivating parents to become involved have been included in the revised manual.

Evaluation has been shared among *Parents Sharing Books* staff and leader teams. Providing time at the spring regional workshops for leader teams to share their own experiences in getting parents involved had beneficial results. These discussions generated ideas and suggestions that have been helpful in rejuvenating leader teams from the fall training and in organizing new leader teams and parent groups during the spring expansion. Information collected from the spring regional workshops revealed that most participants (84%) gleaned valuable information from the small group meetings. The participants made comments such as the following:

"I believe that you have condensed the material into a clear, concise, pertinent guide for group leaders. I am going away with renewed enthusiasm for the program."

"This way of conducting the meeting was great for us. Hearing about other programs who are having success helps us get ideas to go back and use to improve our program."

I appreciated this follow-up meeting because I gleaned some helpful tips that should improve my approach to making our PSB group more involved.

"I could see the usefulness of talking to [PSB staff member] and sharing experiences. She was very supportive and I felt good talking to her."

"I appreciated this follow-up meeting because I gleaned some helpful tips that should improve my approach to making our PSB group more involved."

"This session was very informative. The new ideas will help me promote PSB more effectively."

"[I] appreciated the opportunity to have heard about some successes! The input and insight as to improving / increasing teacher involvement helped. I was glad to hear some of the ways students were enlisted to involve their parents."

"Thank you for including more information to add to our original binders. It is especially encouraging to see that you do want our input and are using some of our suggestions in this new manual. It looks like you've added many useful attachments, especially stategies for sharing books!"

"This was an excellent session in the sharing I received from the other PSB groups. I feel it is important to include PSB teams as part of the training for new teams. The teams can show their successes and failures with others and tell them what did and didn't work."

"A great program! I really feel excited about this program and I hope that parents at my school feel the same."

"I can see real benefits here. I know I can personally benefit plus look forward to sharing ideas with others. I'm glad to see energy and resources being put toward returning to "basics" like - conversation, interests through literature, etc."

"I sense the strong motivation and dedication of the teams that have been working with the program for a while. I'm enthused about it."

"I am very excited about this program. We just finished a Teen Parenting Workshop. Your values are the same and will complement what we are trying to provide for our families which is a sense of togetherness and harmony. I can't wait to start."

"We looked forward to the evening for two reasons. The "messages" were simple yet helpful. Every ones comments help!"

Other participants (16%) at the spring regional workshops felt the condensed form of the small group sessions was less effective:

"I think the spring training could have been longer. This was a real cram session, since I had both [fall and spring] to compare with."

"I enjoyed the seminar and I'm ready to get my manual read and prepare to get started. I feel positive and certain this information and the plans given will be beneficial in producing book readers who will eventually become lovers of the printed word. I'm "Gung Ho" and can't wait to get started. Thank you for this opportunity!"

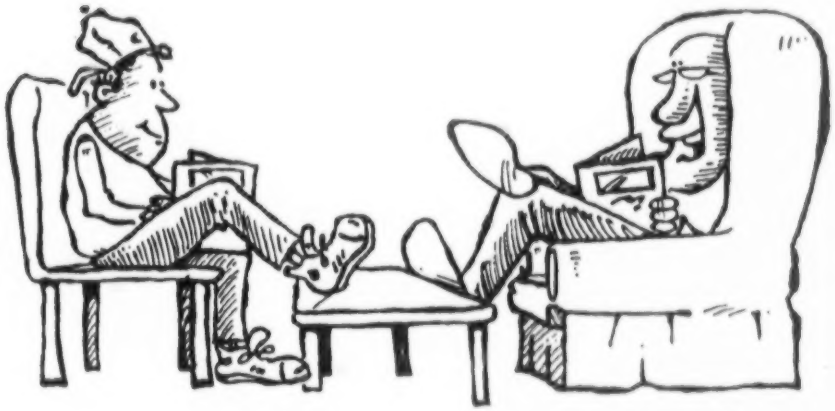
"I was very impressed with our original meeting. I learned a great deal. This was too far to drive for a very informal gathering."

"This seminar was not nearly as informative as the original. Perhaps, after being part of the original teams, we have the info necessary to carry this program to its conclusion. I was happy to share our successes with others."

"I wish I could have been in the fall session for the full day seminar. I think I'd like (or feel comfortable) being led through the manual. I'm not sure I'll know how to deal with parents and all the questions they may have. I'll certainly try and if I'm uncertain—I'll call."

Presently, evaluations are continuing to come in from leader teams and parents trained in the spring. But leader teams and parents who received training at the fall seminar have been very enthusiastic and positive about the program. Parent responses (85%) have focused on the communication that has occurred at home, the time that parents and adolescents have spent together, and the confidence and self-esteem that has resulted from participating in Parents Sharing Books:

"This program has really bridged the gap between my child and me."



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"I feel positive and certain this information and the plans given will be beneficial in producing book readers who will eventually become lovers of the printed word."

"The project opened a line of communication between us, a common denominator. It also let my son know that I care enough to get involved with his work, for him. I highly recommend that this project be continued."

"Any activity that encourages families to read together is worthwhile. This is a good program and I hope other families like us have an opportunity to get involved with it."

"I've enjoyed doing this! I enjoy discussing and listening her [daughter] view points."

"We made time to sit down together and read—which was a nice quiet time together."

"It gives us more to discuss—in talking with her teachers, [she] feels more free to ask questions without feeling silly for not understanding a subject. I see an improvement in her vocabulary."

"I found that my older children still enjoy being read aloud to. They also discovered some "classics" that they probably would never have read alone."

"There wasn't enough quality time in our life. This time we spent together was the quality that we needed!"

"This project increased our ability to communicate in a more meaninful way. This project was especially on time for us. Communication was at an all time low, and this project has certainly helped open our line of communication with each other. Thank you!""My son is a good reader and enjoys reading. Everyone likes to feel special and being selected to participate in the program made him feel good."

"I think any time parents can talk about something other than giving chores and doing homework—it's good. It's been fun just to talk about other things. We really enjoyed doing this!"

"This program doesn't take much time for a working parent. This wasn't work. We just had a good time."

"We never took time to read together. It made us take time."

"I appreciate our school offering this opportunity for us. How can parents not be supportive of something like this!"

"My son and I finished a book together. This was the first older book he had ever read to the end. He felt as if he had really accomplished something. We're going to do this again!"

We never took time to read together. It made us take time.

Even though some leader teams had fewer numbers in their parent groups, attitudes about the importance of the program were positive. One school could only get one parent involved, but that parent commented, "This program is very good! It's too bad that parents don't take advantage of this—it's been great! My children want to continue doing it!"

The staff from the Family Literacy Center had the opportunity to attend a parent meeting at one school. This particular school included parents and children at their meetings. Interviews with the leader team and parents revealed positive reactions to the program. A leader team member discussed the benefits of participating in the PSB project:

"These parents have never been called to school for good news. They have always been at school because something wasn't going right for their child. This [PSB] brought them to school with their child for a positive reason. This program has positively affected both the parent and the child's image they have of themselves at school. Other kids are envious of them because they [PSB kids] are the only ones who can use these sets of books. They are finally special. And it is this reading that makes them special. They keep coming back for more books! And these kids are the kids who hated to read...they volunteered on their own and then went to their parents. We didn't ask the parents to do this. These kids asked their parents to do this with them! Here is an instance where second or third class readers feel like and want to be first class readers!"

"I think our program was successful because of the excellent materials and support you have supplied us with. The program generated excitement for our team who in turn passed it on. But also, our kids made this program. They choose to do this program with their parents. They were enthusiastic about it! We're going to continue with the program next year."

One of the most important findings was that most experiences produce multiple outcomes. Talking with leader teams made us aware of outcomes of the program that we had not considered in the original proposal. Not only has *Parents Sharing Books* made a difference in the communication that families experience at home, but the program has gone beyond that. One parent at the meeting said that this was the first book she had ever finished in her life. "This is the first time I have ever finished a book. Now I'm really into it." She says she is reading all the time and "for the first time loves reading."

Another parent shared her concern for her son's decision not to read, and emphasized how participation in this program allowed her to recognize the importance of reading aloud with older children.

"My son didn't want to do this and I was really concerned that he wasn't reading. I kept waiting for things to change and they didn't change until he and I participated in the program. I finally just told him we were going to do this! Once we got started and I started reading to him, it is time we really enjoy spending together. Now I have to tell him 'we'll read tomorrow...it's time to go to bed!' Now he is saying 'can we read just one more chapter, please?' It's great to here this!"

"I think that reading aloud to him was the key for us. It got and held his attention. Reading aloud to him was very beneficial and he really listened. And where did we ever get the idea that we stop reading aloud to our kids when they get in the middle grades! This has been a real eye-opener for us! This has been a wonderful experience."

"When he wanted to read to me, again, it was a way for me to listen to his learning. We did a lot of this when he was little, but it never occurred to me to continue having him read to me at this age. This time we were really interested in the book and not reading it for practice like we did when he was little."

Some parents (15%) responded negatively to the program. Taking the time to read and share books at home seemed to be a big factor.

> *"I didn't care for what my son wanted to read and he sure didn't want to read what I like. We really didn't have that much extra time to read together. The kids now days have such fast paced life styles. They are involved in more activities. Parents work so kids have to help at home more. Then with homework there just isn't time."*

> *"This didn't change the way we communicate, but then we didn't give it much time and attention."*

> *"We might have benefitted from this, but we never scheduled time for it. This was new to us this year and with everything going, we didn't plan a time."*

> *"I think this is a good program. The problem I had was trying to find the time to read with my daughter as she is very active in cheer-leading, sports, and dance classes."*

RECOMMENDATIONS

The recommendations listed below may be helpful for program development and program expansion. They are the result of staff review of the data from year one of the project.

1. Since motivation of leader teams is a key to the success of *Parents Sharing Books,* efforts must be made to inspire these teams.

   1.1 Inspire teams during the training seminar, but continue to motivate teams during the year through personal contact (i.e., letters, phone calls,

site visits using their personal input for newsletters).

1.2 Reorganize seminars to involve teams in more detailed planning of their own programs. Hold discussions about the possible problems they may encounter in implementing their programs.

1.3 Feature successes of participants (teams, parents, and students) in the newsletter.

1.4 Offer team incentives throughout the year (i.e., additional books for those who get 10 parents involved, turn in the evaluations for their group, or contribute articles or anecdotal evidence for the newsletter. Consider a monetary reward to be used toward a "celebration" for those who get 20 parents involved and have returned all evaluations.

1.5 Select 2-3 highly successful teams to present at summer conference.

2. Evaluation data must be expanded to include feedback from participants.

2.1 Collect more personal feedback from adult and student participants.

2.2 Use telephone interviews of parents and students to allow more open-ended responses.

2.3 Collect data from leader teams, parents, and students that focus on changes that have occurred between parents and students who have participated in the program (i.e., attitudes about reading, reading together, conversations resulting from book sharing, communication between parent and child, etc.).

3. The training manual and training seminar need to be evaluated and revised as needed after the fall training seminar.

3.1 Include in the manual a section entitled "*Parents Sharing Books*' Journal." This section will include evaluation comments of those who have participated in the program and a chronology of events and activities of PSB. Information and

evaluation in this section can be shared with participants to provide additional motivation and emphasize PSB's commitment to parent involvement.

3.2 Develop a video tape that will summarize the training seminar. It will be used for review and as a teaching device for those who do not attend the actual seminar.

3.3 Keep leader teams informed of current reading research and strategies for reading and sharing books through newsletter and other means.

4. The staff will explore various ways to increase the number of participants.

4.1 Target mailings (brochures).

4.2Support original teams in their efforts to recruit other schools.

4.3 Contact teachers directly.

4.4 Involve students in the training seminar. Students become part of a leader team. Use a "teacher-to-parent-to-youth" model where teachers, parents, and kids are enthusiastic and motivated to recruit "readers."

4.5 Promote the program by having PSB staff present at conferences, parent meetings, and so on around the state.

SUMMARY

Parents and adolescents are naturally absorbed with the many responsibilities and activities that dominate their lives. Professionals are aware of the responsibilities and demands that are placed on parents, but principals and teachers also recognize the benefits that students of all ages gain when the school and home combine efforts to promote literacy.

Responsibilities and demands are also a factor for teachers. Teachers seek stimulating and meaningful approaches that will encourage parents to set aside time for reading in the home. Parents look to teachers for ways in which they can encourage reading at home. They want to help, but many do not know where to begin. The benefits of

family reading are recognized by parents when teachers initiate programs that are meaningful and pleasurable.

The positive outcomes that have resulted from the first year of implementing *Parents Sharing Books* must be shared with those who are eager to become involved in promoting literacy. In the coming year, the goal of the *Parents Sharing Books* project is to continue expansion. This expansion calls for involving more schools and tailoring the program so that *Parents Sharing Books* can be available to many different groups. Offering support to leader teams who are continuing to expand their *Parents Sharing Books* programs, developing a training program for the elementary level, reaching out to other schools across the nation, working with the Office of Workforce Literacy, and considering possibilities for cross-age peer tutoring are examples of ways that PSB can expand.

For those who are reluctant to set aside time for family reading, the *Parents Sharing Books* project must collect data that reflects the benefits students and parents are receiving. We are aware that time is required to change the long-standing behavior patterns of parents who are unaware of the value of reading at home. But *Parents Sharing Books* is committed to effecting that change.

Appendix A

Family Literacy Center

Parents and Children Together
. . . an audio journal
Parents Sharing Books

Carl B. Smith, Ph.D.
Director

Eleanor Mactarlane
Associate Director

Michael Shermis
Coordinator / Editor

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Parents and Children Together

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Pennsylvania State University

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Highlights for Children

Joy Wilsted
Reading Success Unlimited
Gallatin, MO

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Parents Sharing Books

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Dr. Leo Fay
Indiana University

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Evansville-Vanderburgh
School Corporation
Evansville, IN

Teresa Jump
Indiana Parents Project

Amy Oxley
Indianapolis Public Libraries

Blanche Ryan
Indianapolis Public Schools

Dr. John Shefelbine
Cal. State Univ., Sacramento

News Release, September 5, 1990

The Family Literacy Center at Indiana University, Bloomington, announces that the leader team of _____ from _____ School and _____. have been awarded a scholarship to attend the Fall Training Seminar of the Parents Sharing Books program. The Seminar will be held at Indiana University on October 11-12.

The purpose of the Parents Sharing Books program is to increase the interaction between parents and middle school children with books they are reading together. Leader teams will be provided with book-sharing strategies and motivational techniques to train parents in this community on how to share books with their middle school children. _____ School will receive a bookshelf containing fifty titles for use in book sharing. For more information about joining the program, call _____ School at _____.

ERIC/ RCS
2805 East Tenth Street, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847 FAX: (812) 855-7901

APPENDIX B

Parents Sharing Books: Fall 1990 Bookshelf

The Haunting of Frances Rain, Margaret Buffie

Sounder, William Armstrong

Harry Houdini Master of Magic, Robert Kraske

Fallen Angels, Walter Dean Myers

Stand and Deliver, Nicholas Edwards

Escape from Warsaw, Ian Serrailier

Goofbang Value Daze, Julian F. Thompson

The Baby Sitters Club #1 Kristy's Great Idea, Ann M. Martin

Yours Till Niagara Falls, Abby, Jane O'Connor

The Door in the Wall, Marguerite de Angeli

The Adventures of Tom Sawyer, Mark Twain

Corey, Jane Claypool Miner

Sarah Bishop, Scott O'Dell

This Strange New Feeling, Julius Lester

The Story of George Washington Carver, Eva Moore

The Land I Lost Adventures of a Boy in Vietnam, Huynh Quang Nhoung

Deenie, Judy Blume

Long Journey Home, Julius Lester

Arachnaphobia, Nicholas Edwards

Dragonwings, Laurence Yep

ESP Stories of Stange Happenings, Rita Golden Gelman

Trouble River, Betsy Byars

Circle of Gold, Candy Dawson Boyd

Lost and Never Found, Anita Gustafson

APPENDIX C

PARENT SHARING BOOKS
Committee Members

Evaluation Committee

Karen Lykens
Wilson Middle School
Muncie, IN

Joyce Mabert
Batchelor Middle School
Bloomington, IN

Book Selection Committee

Deborah Bova
Creston Jr. High School
Indianapolis, IN

Ilene Brassine
Shoals Jr.-Sr. H.S.
Shoals, IN

Barbara Burton
Wilson Middle School
Muncie, IN

Janet Dukes
Nathaniel-Scribner Jr. High School
New Albany, IN

Vicki Gaskins
Dugger Elem./Jr. High School
Dugger, IN

Sharon Hedegard
Keystone Middle School
Indianapolis, IN

Karen Lydick
Fulton Jr. High
Indianapolis, IN

Brad Pearman
Hymera Elementary School
Hymera, IN

Pamela Poe
Nathaniel-Scribner Jr. H.S.
New Albany, IN

Charlotte Smith
Owen Valley Middle School
Spencer, IN

Darla Staley
Owen Valley Middle School
Spencer, IN

Gloria Strott
Oak Hill Middle School
Evansville, IN

Mary Ann Wildman
North Side Middle School
Anderson, IN

Planning Committee

Margaret Arena
Harshman Jr. High School
Indianapolis, IN

Tonya Cottingham
McCulloch Middle School
Marion, IN

Joyce Eltzroth
McCulloch Middle School
Marion, IN

Marjorie Gaines
Bailly Middle School
Gary, IN

Sharon Hedegard
Keystone Middle School
Indianpolis, IN

Susie Kuhlenschmidt
Oak Hill Middle School
Evansville, IN

Ro Pape
Lane Middle School
Ft. Wayne, IN

Lisa Riggins
Tri-North Middle School
Bloomington, IN

Maria McKinley
Tri-North Middle School
Bloomington, IN

Kathleen Kephart
Knox Middle School
Knox, IN

Karen Lydick
Fulton Jr. High
Indianapolis, IN

Patsy Peele
Lane Middle School
Ft. Wayne, IN

Gloria Strott
Oak Hill Middle School
Evansville, IN

Laura Williams
Bailly Middle School
Gary, IN

APPENDIX D

Parents Sharing Books: Spring 1991 Bookshelf

The Haunting of Frances Rain, Margaret Buffie

Stand and Deliver, Nicholas Edwards

The Baby Sitters Club #1 Kristy's Great Idea, Ann M. Martin

The Contender, Rober Lipsyte

Long Journey Home, Julius Lester

Bo Jackson: Playing the Games, Ellen Emerson White

Dragonwings, Laurence Yep

Trouble River, Betsy Byars

Circle of Gold, Candy Dawson Boyd

Bingo Brown and the Language of Love, Betsy Byars

Marshmallow Muscles, Banana Brainstorms, Karen T. Taha

Welcome Home, Jellybean, Marlene Fanta Shyer

Bridge to Terabithia, Katherine Patterson

A Day No Pigs Would Die, Robert Newton Peck

Cracker Jackson, Betsy Byars

Dicey's Song, Cynthia Voigt

Roll of Thunder, Hear My Cry, Mildred D. Taylor

Where the Red Fern Grows, Wilson Rawls

Are You There God? It's Me Margaret, Judy Blume

Park's Quest, Katherine Paterson

Ring of Endless Light, Madeleine L'Engle

The Sign of the Beaver, Elizabeth George Speare

Tuck Everlasting, Natalie Babbitt

Appendix E

Principal:_____

School:_____

Address:_____

_____

City:_____Zip:_____

As the principal, I will be involved in the Parents Sharing Books Project by:

- providing space for up to 50 books for the Parents Sharing Books project in my school
- providing a place for at least 10 parents and the leader team to meet once or twice a month
- providing paper for handouts, any copying expenses, etc., that the leader teams will need to run the group meetings
- offering as much support as possible to make this project a success

Please write a brief paragraph on why you would like your school to participate in this project:

_____

_____

_____

_____

_____

_____

_____

Signed_____ Date_____

Please make sure all three forms are attached and send them to:

Family Literacy Center
Attention: Michael Shermis
2805 East Tenth Street, Suite 150
Bloomington, IN 47408-2698

Call 812/855-5847 if you have any questions.

Participating Teacher/Parent:_____

School:_____

Address:_____

_____

City_____Zip:_____

Phone and hours you can be reached:_____

As the participating parent/teacher of the leader team for my school, I will be involved by:

- participating in the Spring Training Seminar (January 31, February 2, or February 7, 1991)
- training other parents on how to share books with their middle school children
- offering support and encouragement to parents involved in the Parents Sharing Books group
- keeping the principal involved of the project's progress
- providing information for the evaluation of the project

Please write a brief paragraph on why you would like to participate in this project.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signed_____ Date_____

Appendix G

Questionnaire for Parents Sharing Books Evaluation

(Circle One)

1. I have returned the leader team surveys. Y N
(If not, explain why.)

2. I have returned the pre-surveys for parents. Y N
(If not, explain why.)

3. I have returned the post-surveys for parents. Y N
(If not, explain why.)

4. If you were successful in establishing a Parents Sharing Books program in your school, to what do you attribute to this success?

5. If you were not successful in establishing a Parent Sharing Books program in your school, what do you see as factors contributing to this?

6. Do you intend to continue with the Parents Sharing Books program? What are your goals?

7. Comments:

Return to: Marge Simic, Family Literacy Center, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698

Handout E.7

SESSION E: EVALUATION

1. The information in this session was: (Circle your responses.)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
New	SA	A	U	D	SD
Enjoyable	SA	A	U	D	SD
Clear	SA	A	U	D	SD
Useful	SA	A	U	D	SD
Too short	SA	A	U	D	SD

2. The materials in this session (manual, outlines, handouts, etc.) were:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Easily found	SA	A	U	D	SD
Clear	SA	A	U	D	SD
Useful	SA	A	U	D	SD

3. If you were to add something to this session, what would it be?

4. If you were to leave out a part of this session, what would it be?

5. Overall, this session was: (Circle one.)
poor fair good very good excellent

Comments:

Handout E.8

FALL TRAINING SEMINAR: EVALUATION

NAME:_____ ADDRESS:_____

_____

1. Leader Team Member (check one): ___ Parent ___ Teacher

2. The information and training received at the *Parent Sharing Books* seminar was:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
appropriate	SA	A	U	D	SD
useful	SA	A	U	D	SD
well organized	SA	A	U	D	SD
clear	SA	A	U	D	SD

	Poor	Fair	Good	Very Good	Excellent
3. The overnight accommodations for the training seminar were:	___	___	___	___	___
4. The agenda or schedule followed for the training seminar was:	___	___	___	___	___
5. The location and convenience (conference rooms, restrooms, parking, etc.) of the conference center for the training seminar was:	___	___	___	___	___

	Poor	Fair	Good	Very Good	Excellent
6. The hospitality (meals, snacks, refreshments, entertainment, etc.) during the training seminar was:	___	___	___	___	___
7. The friendliness and helpfulness of the *Parents Sharing Books* staff was:	___	___	___	___	___
8. The professionalism of the *Parents Sharing Books* staff was:	___	___	___	___	___
9. Overall, the *Parents Sharing Books* training seminar was:	___	___	___	___	___

10. Comments:

11. I am interested in being a member of the (check as many boxes as you wish):

____ Evaluation Committee
____ Book Selection Committee
____ Planning Committee for Regional Meetings

Please return evaluation form to:

Family Literacy Center
Workshop Evaluation
2805 E. 10th St., Suite 150
Bloomington, IN 47408-2698

Evaluation Sheet A

Local Workshop Pre-Survey for Parents

School_____ SS#_____

1. How did you find out about the Parent Sharing Books training?

_____received a phone call from the leader team
_____received a letter from the leader team
_____heard it on the radio
_____heard it from my child
_____heard it from a friend
_____read it in the school bulletin
_____read it in the local newspaper
_____other (specify)_____

2. Have you participated in other parent education workshops or seminars? ____No ____Yes If yes, describe briefly:

3. What are your reasons for attending this workshop?

4. Do you ever read to one another at home? ____No ____Yes

5. Do you have a set time for reading at home? ____No ____Yes
If so, when and how long?

6. Do you presently discuss any of these with your child?
Circle how often.

	Daily	Weekly	Monthly	Rarely	Never
The News	D	W	M	R	N
School Work	D	W	M	R	N
Books	D	W	M	R	N
Magazine Articles	D	W	M	R	N

— OVER —

Local Workshop Post-Survey for Parents

School_____ SS#_____

1. Do you read to one another at home? ____No ____Yes

2. Do you have a set time for reading at home? ____No ____Yes
   If so, when and how long?

3. Do you presently discuss any of these with your child?
   Circle how often.

	Daily	Weekly	Monthly	Rarely	Never
The News	D	W	M	R	N
School work	D	W	M	R	N
Books	D	W	M	R	N
Magazine Articles	D	W	M	R	N

4. Do members of your family have library cards? ____No ____Yes
   If so, who?

5. How often does your family use the library?

   daily weekly monthly rarely never

6. When people in your family read, where do they get their books, magazines, newspapers, etc? (Check all that apply.)

   _____public library
   _____school library
   _____bookstores
   _____drug, grocery, or discount stores
   _____garage sales
   _____borrow and/or exchange with friends
   _____subscriptions
   _____book clubs (adult &/or children's)
   _____other (specify)

— OVER —

7. Do members of your family have library cards? ____No ____Yes
If yes, who?

8. How often does your family use the library?

Daily Weekly Monthly Rarely Never

9. When people in your family read, where do they get their books, magazines, newspapers, etc? (Check all that apply.)

_____public library
_____school library
_____bookstores
_____drug, grocery, or discount stores
_____garage sales
_____borrow and/or exchange with friends
_____subscriptions
_____book clubs (adult and/or children's)
_____other (specify)_____

10. What type of reading materials do you have at home?

_____books for children
_____books for adults
_____magazines for children
_____magazines for adults
_____newspapers
_____other (specify)_____

7. What type of reading materials do you have at home?

_____books for children
_____books for adults
_____magazines for children
_____magazines for adults
_____newspapers
_____other (specify)_____

8. What were the favorite books you and your child read from the *Parents Sharing Books* collection? Why?

9. What were the least favorite books you and your child read from the *Parents Sharing Books* collection? Why?

10. What books have you read that you and your child would like to see added to the *Parents Sharing Books* collection?

11. Do you feel you and your child benefited from participating in the *Parents Sharing Books* Project? ____Yes ____No Please explain:

Comments:

Evaluation Sheet B

Local Workshop Survey for Leader Teams

Name: _____ School: _____

Address: _____

_____

Leader Team Member: (check one) ____parent ____teacher

1. The materials for presenting this workshop were:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Organized	SA	A	U	D	SD
Convenient	SA	A	U	D	SD
Clear	SA	A	U	D	SD
Useful	SA	A	U	D	SD
Appropriate	SA	A	U	D	SD

2. Briefly explain any difficulties you had with the *Parents Sharing Book* manual and/or materials.

3. What improvements, additions, or changes would you suggest for the *Parents Sharing Books* training manual?

4. Do you feel the training you received prepared you to train parents in your community? ____Yes ____No If no, please explain.

— OVER —

5. What suggestions would you make for improving the leadership training you received?

6. Briefly describe any difficulties you experienced while training parents.

7. What will you do differently at your next local *Parents Sharing Books* workshop? Please explain.

8. Overall, our local *Parents Sharing Books* workshop was:

____poor ____fair ____good ____very good ____excellent

Comments:

APPENDIX M

QUESTIONS TO GUIDE PSB INTERVIEW:

1. What's it like being involved in the PSB project? Describe some of the experiences you have had while participating in the PSB project.

2. How have you benefitted from participating in the PSB project?

3. What have been some frustrations or concerns you have experienced while participating in the PSB project?

4. Besides sharing books and involving parents, were there parent concerns and discussions that evolved from your meetings? Did they raise other concerns and comment about children's learning, growing up, school, or whatever? Describe the concerns that were discussed.

5. What suggestions do you have for other leader teams, parents, and schools who might be considering participating in this project?

6. Will you continue with PSB? Explain.

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